

**Lockport City School District**  
**ELA Grade 1**  
**Unit 4**  
**Aligned to the Common Core 2011-2012**

**Unit 4 Title:** Treasures

**Rationale:** Students who are college and career ready will develop personal, cultural, textual, and topic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

**Duration:** 10 weeks

**PHASE ONE: DESIRED RESULTS**

**GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:**

**\*Note:** highlighted standards are formally assessed within this unit.

**Reading for Literature**

Ask and answer questions about key details in a text. (RL.1.1)

Identify the main topic and retell key details of a text. (RL.1.2)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RL.1.6)

**Reading for Information**

Ask and answer questions about key details in a text. (RI.1.1)

Identify the main topic and key details of a text. (RI.1.2)

Describe the connections between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)

Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (RI.1.4).

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)

With prompting and support read informational text appropriately complex for grade 1. (RI.1.10).

### **Reading Foundational Skills**

Demonstrate understanding of the organization and basic features of print. (RF 1.1)

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF 1.2)

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Know and apply grade-level phonics and word analysis skills in decoding words. (RF 1.3)

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final *-e* and common vowel team conventions for representing long vowel sounds.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelling words.

Read with sufficient accuracy and fluency to support comprehension. (RF 1.4)

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing

Write opinion pieces which they introduce the topic or name the book they are writing about, state an opinion, supply reason for the opinion, and provide some sense of closure. (W.1.1)

Write informative/explanatory texts in which they introduce a topic, supply some facts about the topic, and provide a sense of closure. (W.1.2)

With guidance and support from peers and adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.1.6)

Participate in shared research and writing projects. (W.1.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.1.11)

## Language

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.1.1a-h)

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.

- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).

Demonstrate command of the conventions of standard (L.1.2a-e)

English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically

### Speaking and Listening

Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.1.2)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)

Produce complete sentences when appropriate to task and situation (SL.1.6)

### **ESSENTIAL QUESTIONS:**

- What do we treasure?
- How did you acquire your treasure?
- What are different kinds of treasures?
- Why is your treasure special to you?

**BY THE END OF THIS UNIT,  
STUDENTS WILL KNOW:**  
(What do I need to teach?)

- Strategies for determining the following when reading informational text: *How to*

**BY THE END OF THIS UNIT,  
STUDENTS WILL BE ABLE TO:**  
(What do I need to model, coach the development of, and ask students to perform/do?)

- Identify, from informational text read: Main Idea, Supporting Detail, Facts,

<p>identify Main Idea, Supporting Detail, Facts, Illustration, Voice, Word Choice, and Organization as a Trait of Writing.</p> <ul style="list-style-type: none"> <li>• <b>Strategies to teach while reading literature:</b> <i>How to</i> respond to literature by employing knowledge of literary language, textual features and forms. How to read, comprehend, reflect upon and interpret literary texts from a variety of genres and community cultures. How to connect between main ideas and information within the text. How to identify: Table of Contents, Glossary, Headings, Title Page, and poetry.</li> <li>• <b>Strategies for writing informative/explanatory text:</b> <i>How to</i> respond to an opinion piece and/or to the guiding questions for topic, create a main idea, use supporting details, use facts from varied sources, revise, illustrate, make notes, and demonstrate effective organization.</li> <li>• <b>Strategies for selecting appropriate research and publication tools online.</b></li> <li>• <b>Strategies for applying and improving use of conventions:</b> Demonstrate proper use of capitalization, punctuation and conventional spelling as well as standard English grammar usage.</li> <li>• <b>Strategies for demonstrating speaking,</b></li> </ul>	<p>Illustration, Voice, and Word Choice and Organization as a Trait of Writing.</p> <ul style="list-style-type: none"> <li>• <b>Students will respond to literature</b> by Students will respond to literature by employing knowledge of literary language, textual features and forms. They will read, comprehend, reflect upon and interpret literary texts from a variety of genres and community cultures. They will connect between main ideas and information within the text. They will identify: Table of Contents, Glossary, Headings, Title Page, and poetry.</li> <li>• <b>As writers of informative/explanatory text,</b> students will respond to an opinion piece and/or the guiding questions for topic, create a main idea, use supporting details, use facts from varied sources, revise, illustrate, make notes, and demonstrate effective organization.</li> <li>• <b>Use internet to research and publish writing.</b></li> <li>• <b>Apply conventions:</b> Students will demonstrate proper use of capitalization, punctuation, conventional spelling, and appropriate grammar usage.</li> </ul>
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<p><b>listening, and collaborative learning skills:</b> <i>How to</i> demonstrate active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, and using drawing/sentences to share details.</p> <ul style="list-style-type: none"><li>• <b>Strategies for Applying Foundational Reading Skills:</b> <i>How to</i> follow words left to right independently, apply decoding skills when encountering an unfamiliar word, phonetically pronounce all grade-level words accurately including high frequency words by sight, utilize context clues, and read upper-emergent reader text purposefully.</li></ul>	<ul style="list-style-type: none"><li>• <b>Demonstrate speaking, listening, and collaborative learning skills:</b> Students will demonstrate active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, and using drawing/sentences to share details.</li><li>• <b>Foundational Reading Skills:</b> Students will follow words left to right independently, recognize complete sentences, apply decoding skills when encountering an unfamiliar word, phonetically pronounce all grade-level words accurately including high frequency words by sight, utilize context clues, and read upper-emergent reader text purposefully.</li></ul>
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PHASE TWO: ASSESSMENT EVIDENCE	
<b>Post-Assessment Task</b>  <b>Unit 4 Culminating Task</b>	<b>Formative Assessment Process:</b>
<b>What will the student do or produce to demonstrate their understanding and abilities?</b>	<ul style="list-style-type: none"> <li>• <b>How will the teacher support performance on this task?</b></li> <li>• <b>How will the teacher formatively assess student work and provide feedback?</b></li> </ul>
<b>Students will.....</b> <ul style="list-style-type: none"> <li>• Learners will, with teacher support, think about the treasures they have.</li> <li>• They will brainstorm potential questions that will then guide their research about a favorite treasure. <u>This will be captured on their note-sheet.</u> (RI.1.1) (W.1.5)</li> <li>• Learners will read various texts and capture main ideas and details about different things that people treasure. They will also seek answers to their research questions, using a variety of sources. <u>This will be captured on their note-sheet.</u> (RI.1.2) (W.1.7) (W.1.10)</li> <li>• Learners will demonstrate the ability to use adjectives in their writing. (L.1.1f)</li> <li>• <b>Timed Writing: Each learner will use their note-sheets to independently create a list of items that they treasure and items that others treasure. They will include criteria that describes why each person treasures the things that they do. They will write one paragraph that describes their treasure and why it</b></li> </ul>	<b>Teacher will.....</b> <ul style="list-style-type: none"> <li>• Lead a full class conversation about the things we treasure.</li> <li>• Provide full class instruction on the use of adjectives in writing.</li> <li>• Support writers as they capture guiding questions for research on their note-sheets.</li> <li>• Provide access to various print and digital texts about treasures. Guide them toward the identification of main topics and key details. Support them in documenting in note-sheets.</li> <li>• Provide little support to writers as they complete the timed writing task. Collect. Use rubric to capture baseline assessment data and frame feedback for writers.</li> <li>• Provide feedback to writers on timed writing tasks and guide revisions. Collect for summative assessment purposes, if you wish. Submit data for NYS post-assessment purposes.</li> <li>• Provide access to necessary resources and support writers as they generate</li> </ul>

<p>is a treasure and another paragraph that describes things that another person's treasures and why they treasure them. (W.1.1)(W.1.2) (W.1.5)(W.1.7) (L.1.1.a-h,j) ( L.1.2 a-e)</p> <ul style="list-style-type: none"> <li>• They will use teacher feedback to revise and improve their work, which may then be used for summative assessment purposes. <u>This piece will also be collected and used for NYS post-assessment purposes.</u> (W.1.1)(W.1.2) (W.1.5)(W.1.7)(L.1.1 b), (L.1.2 a-e)</li> <li>• Learners will study examples of presentations and use what they have learned about treasures to capture ideas for a presentation that they might give. They will capture their ideas in their <u>note-sheets</u>. (RI.1.6)(W.1.2)(W.1.5)</li> <li>• They will draft a presentation about their treasure, using their lists and their ideas from their note-sheets. This will be done as a written assignment, supported by the use of digital tools. (RI.1.6)(RI.1.2)(W.1.2)(W.1.6)(W.1.11) (L.1.1b) ( L.1.2 a-e)</li> <li>• Learners will use a criteria-specific rubric to self-assess and <u>the note-sheet to reflect and set goals.</u> They will revise their draft, which will be submitted to the teacher for formative assessment purposes. (W1.1)(W.1.2) (W.1.5) (W.1.6) (W.1.11) (L.1.1 b), (L.1.2 a-e)</li> <li>• The teacher will provide criteria-specific feedback to writers on these drafts.</li> </ul>	<p>ideas and presentation plans, using note-sheets.</p> <ul style="list-style-type: none"> <li>• Help writers draft their presentations, using helpful digital tools.</li> <li>• Support writers as they use rubric to self-assess, reflect, and set goals. These will be captured in note-sheets.</li> <li>• Support them in revisions, and collect.</li> <li>• Use rubric to capture assessment data and frame feedback to writers.</li> <li>• Provide feedback to writers and coach them to use peer-review process. Help them capture findings from peer review in note-sheets.</li> <li>• Support writers as they revise in response to feedback and prepare to present. Use presentation for summative assessment purposes, if you wish. Submit data for NYS post-assessment purposes.</li> <li>• Collect note-sheets. Score and use data for NYS post-assessment purposes.</li> </ul>
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With guidance and support from adults, peers will then provide criteria-specific feedback on several drafts completed by others, using the peer review process. Findings from peer review will be captured on their note-sheets.

(W.1.5) (SL.1.3) (SL.1.6)

- Learners will revise their work in response to feedback received and publish it for an authentic audience. This may be used for summative assessment purposes (i.e. taken for a grade). It will also be used for NYS post-assessment purposes. (W1.1)(W.1.2) (W.1.5)(W.1.11) (L.1.1 b), (L.1.2 a-e)
- Learners will submit note-sheets. Scores will be submitted for NYS post-assessment purposes. (W.1.2) (W.1.5)(W.1.7)(L.1.1B)(L.1.2a-e)

**PHASE THREE:  
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE  
LITERACY BLOCK**

<b>MOMENT:</b>	<b>PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:</b>	<b>USING THESE RESOURCES:</b>
<b>GUIDED READING</b>	Target comprehension, fluency, listening and speaking and/or language skills	Scott Foresman Unit 4 leveled readers Rubrics Checklists Annotated Records
<b>SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT</b>	<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Cause and Effect</li> <li>• Author's Purpose</li> <li>• Compare and Contrast</li> <li>• Character, setting and plot</li> <li>• Supporting Details</li> <li>• Use of Facts/Opinions</li> <li>• Theme</li> <li>• Drawing conclusions</li> <li>• Sequencing</li> <li>• Text</li> <li>• Illustration</li> <li>• Word Choice as a Trait of Writing</li> <li>• Active Listening</li> <li>• Taking turns as others speak</li> <li>• Speaking Clearly</li> <li>• Sharing facts found</li> <li>• Asking questions for clarification</li> <li>• Using drawings to share to details</li> </ul>	<p>Individual or small group—selected text relevant to themed topics</p> <p>The Dot by Peter H. Reynolds</p> <p>Peter's Chair by Ezra Jacks Keats</p> <p>Henry and Mudge and Mrs. Hopper's House by Cynthia Rylant</p> <p>-Rubrics -Checklists -Annotated Records -Selection Tests</p> <p><b>Out of the Ocean by Debra Frasier</b></p> <p><b>Wilfrid Gordon McDonald Partridge by Mem Fox</b></p> <p><b>Horrible Harry and the Secret Treasure by Suzy Kline</b></p> <p>-Rubrics -Checklists -Annotated Records</p>